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ABSTRACT

This Final Performance Report provides information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The report includes the following sections: general information; quantitative data; and narrative report. The Chester County Library (Chester, South Carolina) serves a community of 25,000-50,000 people. It used the Title VI funds for space renovation and basic literacy services. The project involved the Laubach tutoring method, and the "Ready to Read!" method, which uses newspapers to teach adults to read. Tutoring was provided in one-on-one and small group settings. The major goal for the project was met by completing the renovations to a section of the library's basement and establishing a new Community Learning Center. Two literacy classes using the "Ready to Read!" method were begun. The library also recruited and hired a Library Literacy Coordinator. The project allowed the library to further commit both facility and staff to the local literacy cause. (Includes a floor plan of the Community Learning Center, project recruitment brochure, and promotional poster.) (SWC)

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Chester County Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

IR056841

INSTRUCTIONS FOR PREPARING FINAL PERFORMANCE REPORT

Authority: Library Services and Construction Act, as amended, Public Law 98-480

General

The Final Performance Report will be used to provide information and data to the U.S. Department of Education for the Library Literacy Program, LSCA Title VI - CFDA No. 84.167.

The Final Performance Report for LSCA Title VI grants is required to be sent to the U.S. Department of Education 90 days after the end of the award period.

Submit an original and two copies to:

Executive Officer
Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, D.C. 20202-5530

Attention: 84.167 Final Performance Report

INFORMATION TO BE SUBMITTED IN THE FINAL PERFORMANCE REPORT

Grantees should include the following information in their Final Performance Report:

Part I: General Information

1. Name and address of organization receiving grant. For joint projects, provide complete list of all participating institutions or organizations.

2. Name and telephone number of persons preparing this report.

3. Grant Number (R167A------).

4. Grant amount awarded and the actual amount expended. REPORT ON FEDERAL LSCA TITLE VI FUNDS ONLY.

CHESTER COUNTY LIBRARY

100 Center Street, Chester, SC 29706
Phone 803-377-8145 • Fax 803-377-8146

FINAL PERFORMANCE REPORT

LSCA TITLE VI (Library Literacy)

Part I: General Information:

1. Name and address of organization receiving grant-

   Chester County Library
   100 Center Street
   Chester, SC 29706

2. Name and telephone number of person preparing report -
   Ann Ramsey
   (803) 377-8145

3. Grant Number - R167A20432

4. Grant amount awarded and the actual amount expended -

   Grant Award = $35,000. Actual Amount Expended = $35,000.

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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
_X_ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
_X_ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
_X_ Basic Literacy
___ Collection Development
___ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)
___ Other (describe)_____

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
_X_ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language
___ Other (describe) _____

4. If this project involved tutoring, what tutoring method was used?

_X_ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham _X_ Other (describe) (Ready to Read! - uses newspaper to teach adults to read)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

_x_ one-on-one tutoring _x_ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students <u>quantitatively</u> measured? ___ yes _x_ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were <u>qualitative</u> outcomes of student progress documented? ___ yes _x_ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
✓ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
✓ other (describe)
___ Poster
_____

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 25
Of those served, how many received direct tutoring service? 25
How many hours of direct tutoring service did they receive? 960
How many new volunteer tutors were trained? 10
How many current volunteer tutors received additional training? 15
How many volunteer tutors (total) were involved? 25
How many non-tutor volunteers were recruited? 2
How many service hours were provided by non-tutors? 50
How many librarians were oriented to literacy methods, materials, and students? 14
How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

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Part III: Narrative Report

1. Comparison of actual accomplishments to the goals and objectives set forth in the approved application:

Our major goal for this project was fully met by completing the renovations to a 1,440 square foot section of the Library's basement. After getting off to a late start, the County Maintenance crew worked diligently through the winter months (November -February) to finish the remodeling necessary for our brand new Community Learning Center. One change that occurred during construction was the need to use one of the one-on-one tutoring rooms to house the duct work required for the air-conditioning/heating unit. Therefore, we ended up with eight rooms for one-on-one tutoring instead of nine. This still quadrupled the number of rooms we previously had available for tutoring. One other small change involved adding a second window to the original plan in order to have outside light and a view from the classroom.

The staffing portion of this project was changed slightly from the original grant because it took five months from the start of the grant cycle until we were able to move into our new Learning Center. Therefore, we did not begin the new Library Literacy Coordinator's position until March 1, 1993. This late start also had an effect on the amount of time the new person had to implement any programs before summer vacations began. With only three months to work with, he was barely able to familarize himself with all the print and non-print materials as well as the computer software. However, much progress was realized. About twenty-five volunteer tutors began regularly using the Learning Center for their tutoring and two small group tutoring classes were started using the Ready to Read! method.

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We also experienced a temporary set-back when the Adult Education Literacy Coordinator, Emily Lee, resigned to get married and move to North Carolina in April, 1993. Her replacement, Mrs. Beverlyn Hicks, was hired sometime in May but had worked only a few weeks before the Adult Education Office shut down for the month of July. All of this has made it impossible for us to achieve the numbers (both students and tutors) we had hoped for. We are very optimistic that an awareness campaign launched the first of September will get us back on track. Churches and business' have been contacted asking for their support in recruiting both tutors and students.

2. Provide a comparison between proposed and actual expenditures by budget category:

	Title VI-Proposed Budget	Actual Expenditures
A. Salary & Wages=	$ 8,288.	$ 5,499.
B. Fringe Benefits=	3,600.	2,457.52
C. -	-	-
D. -	-	-
E. Supplies =	1,200.	1,127.94
F. -	-	-
G. Library Materials=	1,912.	1,933.10
H. Other =	20,000.	23,982.44
I. Total Direct Charges =	$35,000.	$35,000.

The variations between the proposed budget categories A, B and H and their actual expenditures occurred because of two reasons. First of all, the County Maintenance crew was unable to begin renovations until November 19,1992 (over 1½ months later than anticipated). Therefore, our new Community Learning Center

could not be occupied until March 1, 1993. Consequently, the new Library Literacy Coordinator could not begin work until March 1, 1993. This resulted in an overage of funds budgeted in the Salary & Fringes categories (A & B).

Our second reason for budget variations was the result of the Library Director forgetting to allow for restrooms at the new Learning Center. Fortunately the County Maintenance crew noticed this early on and made appropriate adjustments for two restrooms. Unfortunately, this resulted in us exceeding our original budgeted figure by $3,982.44 for the Other category (H) which covered costs for the remodeling. However, when I spoke to Carol Lyons concerning this matter, she advised me to explain the situation in my final evaluation report and to transfer or use the Salary & Fringes overage to Other in order to cover the extra amount needed for the restrooms. A small amount ($50.96) was also transferred from the Supplies category. Due to some shipping charges, it was also necessary to transfer $21.10 from Supplies to Library Materials. All in all, I believe this budget was extremely cost effective.

3. Provide, as appropriate, specific details as to the activities undertaken:

A. First of all the Chester County Maintenance crew had to create our new Community Learning Center from 1,440 unused square feet in our basement. This involved pouring the slab; knocking out bricks for the door and windows; constructing nine small (6'x10') tutoring rooms, one classroom (15'x20'), an office/computer lab room (19'x20') and two restrooms; putting in the drop ceiling; wiring the entire facility for electricity; installing all lighting fixtures; sub-contracting for the air-conditioning/heating installation as well as the carpet installation. The three man crew began this project on November 19, 1992 and finished about February 24, 1993. We are extremely pleased with the end result. In fact, one local foundation's visiting president was so impressed after touring the Learning Center that he increased a funding request for furnishings for the Center from $5,000. to $15,000! (Which we received immediately)

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B. After we moved into the new Learning Center our objective of offering group tutoring sessions using Ready to Read! method was partially met. We were successful in beginning two classes (one in the morning and one in the afternoon) three times a week. However, the students who were sent to us had so many personal problems arise (from sickness, to child care to getting and losing jobs) that we don't feel this part of the project was a complete success. We know that each student had their self-esteem raised as well as some learning take place. We are planning to offer group tutoring sessions again this Fall/Winter.

C. Our third objective involved recruiting and hiring a Library Literacy Coordinator. We were extremely fortunate to have several well qualified individuals apply for this new position. Our final choice, Mr. John Wilson Cutliff, has proved himself to be a valuable asset to our program. He already was a certified, active volunteer tutor with the local Chester County Literacy Council. In addition he has both a Master's degree in Library Science and a degree in Law. Mr. Cutliff found after retiring as a lawyer that he wasn't really ready for retirement. We are glad that he wasn't.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant:

The Chester County Library played a vital role in the accomplishment of the goals and objectives of this project. We have always been involved with adult literacy efforts in Chester County. This project allowed us to further commit both facility and staff to the local literacy cause. By designating an entire area specifically to literacy, we can now offer a state-of-the-art facility for literacy programming. By designating a full-time staff person to literacy, we deepen our committment to helping the 6000+ adults in Chester County who cannot read or write.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program:

The main agency recruited to assist the Chester County Library with this project was the Chester County Maintenance Department. They supplied a total of approximately 553 hours of man-power to turn the unused basement space into a beautiful Community Learning Center. A local company that manufactures glass, Guardian Industries, was recruited to donate ten pieces of glass for the inside windows for the Learning Center.

The Chester County Literacy Council and Adult Education office was involved in the coordination of the group tutoring sessions. The Adult Education Literacy Coordinator, Emily Lee, actually interviewed, screened/tested and assigned the students to our Ready to Read! group classes. Mrs. Ramsey, Library Director, and Mr. Cutliff, Library Literacy Coordinator, alternated in teaching these classes. The Adult Education Literacy Coordinator also assisted the Library Director in filling the Library Literacy Coordinator position. Interviews of the top five applicants were conducted by both Mrs. Ramsey and Ms. Lee. After discussing each candidates strengths and weaknesses, a choice was made. Mr. John Wilson Cutliff was offered and accepted the position.

On Sunday, April 25, 1993, an open-house and dedication ceremony was held for the new Community Learning Center. This event was co-sponsered by the Chester County Literacy Council and the Chester County Adult Reading Program.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project:

There were no other libraries or facilities used for this project.

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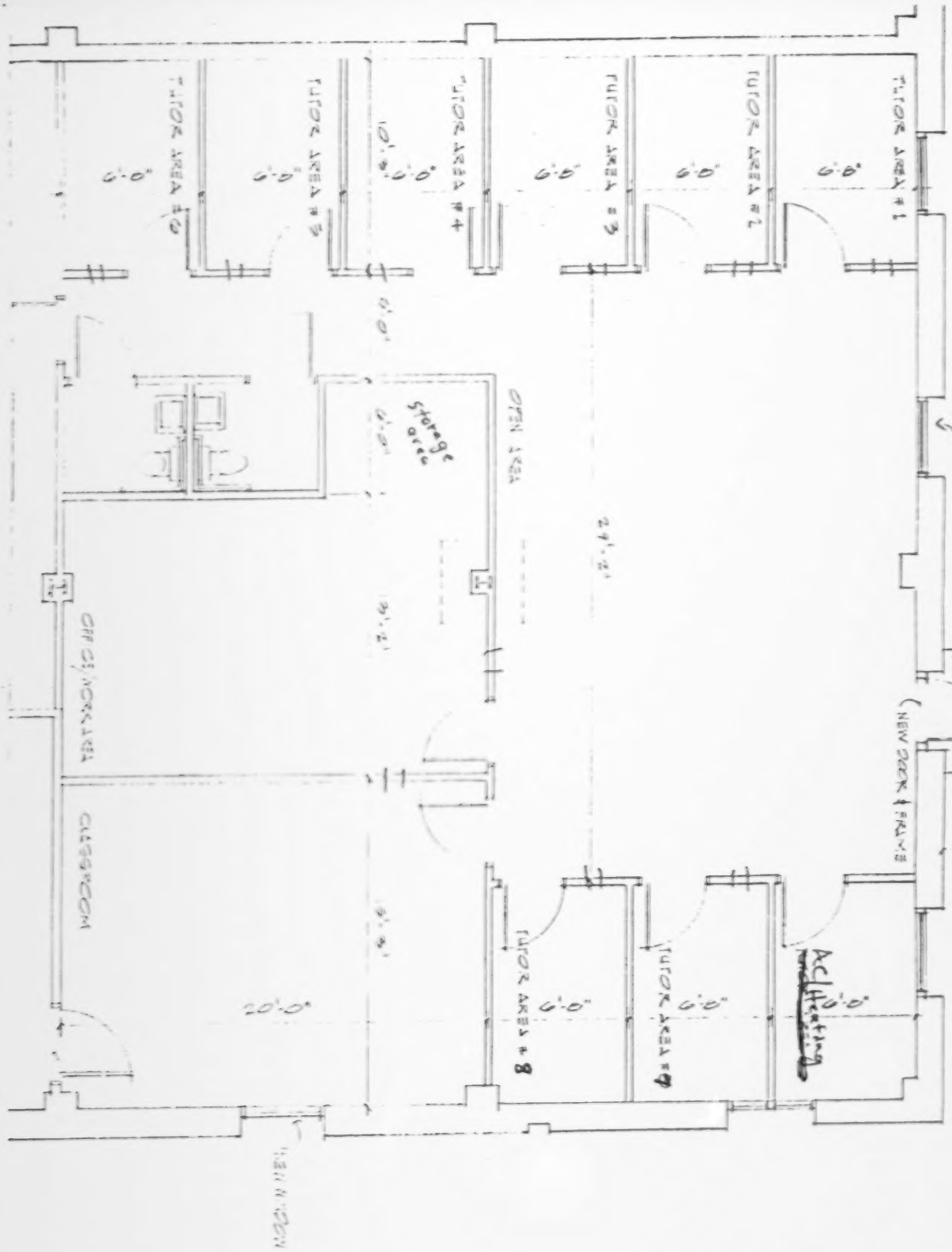
7. Describe the impact of the Federal project on the ongoing program of the grantee:

This Title VI grant has made a tremendous impact on the ongoing Chester County Library's literacy program. First of all, our example has been noted by libraries and librarians all over the state of South Carolina. We have had several visits and numerous phone calls inquiring about our new Community Learning Center. The Library Director, Mrs. Ann Ramsey, was voted "South Carolin Board Member of the Year" by the S.C. Adult Literacy Educators. The Chester County Library is the only library in the state to devote both an entire area of it's library as well as a full-time staff member to adult literacy. This project has refocused and recharged the local literacy program. About thirty more students have now been recruited; a new promotional brochure and poster have been developed; and a renewed interest by the Literacy Council board members will soon result in an advertising fund raising campaign.



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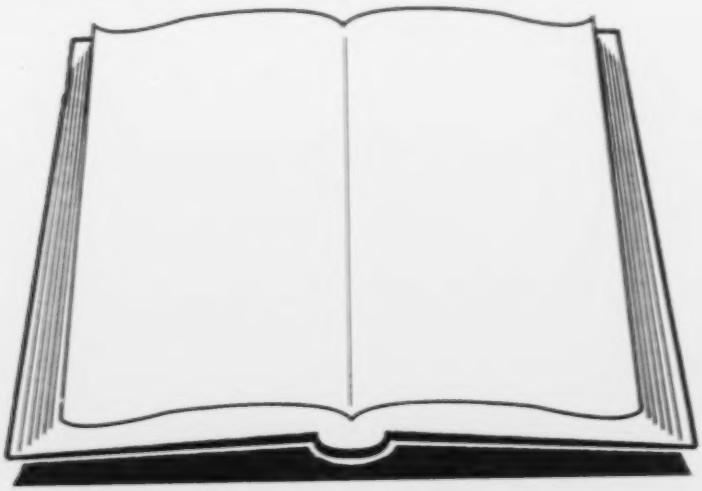
What if all your books looked like this...



What if there were no words in your life...

Would it matter to you?

For many adults living in Chester County the printed page or word is as good as blank. Fill their pages and lives with words:

Encourage Someone to READ!

Call 385-6122--Chester County School District, Office of Adult Education & Chester County Literacy Council

or 377-8150- -Community Learning Center

to join the challenge of making all adults life long learners.

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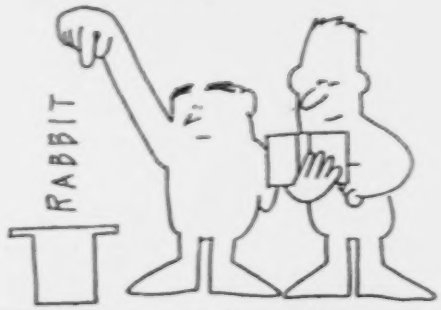
ILLITERACY
AFFECTS
FAMILY LIFE,
JOB PRODUCTIVITY,
HEALTH, &
SAFETY IN
THE WORKPLACE.

LITERACY VOLUNTEERS
ARE NEEDED TO . . .



Share the Magic

Learn To Teach Someone To Read

CHESTER COUNTY LITERACY COUNCIL
OFFICE OF ADULT EDUCATION
103 FOOTE STREET
CHESTER, SC 29706
(803) 385-6122

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OVER 6000
PEOPLE IN
CHESTER
COUNTY
ARE
CONSIDERED
FUNCTIONALLY
ILLITERATE!

EACH ONE TEACH ONE ®

OVER 6000 PEOPLE IN CHESTER COUNTY ARE CONSIDERED FUNCTIONALLY ILLITERATE. THESE PEOPLE ARE OUR FAMILY, FRIENDS, NEIGHBORS, AND CHURCH MEMBERS. THEY ARE UNABLE TO READ A NEWSPAPER, A MAGAZINE, ROAD SIGNS, OR EVEN LIFE-SAVING PRESCRIPTIONS. THESE ADULTS NEED OUR HELP!!

THE CHESTER COUNTY LITERACY COUNCIL WAS ORGANIZED IN 1984 TO PROMOTE LITERACY IN THE CHESTER AREA. THE COUNCIL SUPPORTS THE EFFORTS OF VOLUNTEERS AND THE CHESTER COUNTY ADULT EDUCATION PROGRAM TO HELP ADULTS LEARN TO READ.

LITERACY VOLUNTEERS ARE NEEDED TO HELP ADULTS WHO HAVE COME FORWARD WITH THEIR READING PROBLEMS. THE REWARDS OF HELPING SOMEONE LEARN TO READ ARE VAST AND MANY.

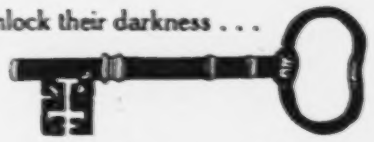
BECOMING A VOLUNTEER IS EASY. THE ONLY REQUIREMENTS ARE THE ABILITY TO READ AND A WILLINGNESS TO LEARN TO TUTOR. WE ALSO ASK VOLUNTEERS TO COMMIT TO OUR PROGRAM FOR AT LEAST ONE YEAR. TUTORS AND STUDENTS ARE THEN PAIRED FOR INSTRUCTION. SCHEDULES AND LOCATION OF TUTORING WILL BE AT THE CONVENIENCE OF BOTH THE STUDENT AND TUTOR.

WE SCREEN EACH STUDENT TO DETERMINE HIS/HER READING LEVEL. IF THE STUDENT TESTS OUT ABOVE THE LITERACY LEVEL, WE THEN REFER HIM/HER TO OUR ADULT BASIC EDUCATION CLASSES. BOTH SERVICES ARE PROVIDED FREE TO THE STUDENT.

ILLITERACY AFFECTS FAMILY LIFE, JOB PRODUCTIVITY, HEALTH, AND SAFETY IN THE WORKPLACE. IT ALSO AFFECTS CHESTER COUNTY'S CHANCES FOR A STRONG HEALTHY ECONOMY.

IF YOU ARE INTERESTED IN VOLUNTEERING AS A TUTOR OR KNOW SOMEONE WHO CANNOT READ, CALL 385-6122 OR COME BY OUR OFFICE TO HELP TEACH AN ADULT TO READ. TOGETHER WE CAN MAKE A BETTER TODAY AND A BRIGHTER TOMORROW.

Unlock their darkness . . .



Become a volunteer tutor today